

Annual Program Report

(Bachelor)

Program: **Architecture and Planning**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **073104**

Qualification Level: **Bachelor's Degree**

Department: **Architecture**

College: **Engineering and Architecture**

Institution: **Umm Al-Qura University**

Academic Year: **2024/2025 – 1446**

Main Location: **Al-Abdiyah**

Branches offering the program (if any):

- Architecture
- Urban Design.....
- Urban Planning.....

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A.Improvement Plans from the Previous Year

Priorities for Improvement	Percentage of Completion	Comments
Enhance students' performance in the national exams	60%	Encourage students to practice English by insisting on all the handouts and exams to be in Uni-language (English).
Activate more activities with local community bodies.	40%	Invite local bodies to participate in the department activities.

B. Program Statistics

Item	Number
Number of students enrolled in the program	315
Number of students who started the program (in reporting year)	99
Number of students who completed the program	71
Number of students who completed an intermediate award specified as an early exit point (if any)	-
Number of Faculty	22
Student/Faculty Ratio	14/1

C. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
Knowledge and Understanding				
K1	Demonstrate a comprehensive understanding of the built environment.	Direct/ Indirect	70% of students scoring 70% and above	90.7
K2	Demonstrate in-depth understanding of systems, technologies, and assemblies of construction process.	Indirect	70% of students scoring 70% and above	83.4
K3	Demonstrate an in-depth understanding of professional ethics, regulatory, and responsibilities of architects.	Direct/ Indirect	70% of students scoring 70% and above	70
K4	Explain concepts of mathematics and scientific theories relevant to architecture.	Direct/ Indirect	70% of students scoring 70% and above	70





Skills				
S1	Make decisions for complex design problems in creative and scientific manners.	Direct/ Indirect	70% of students scoring 70% and above	89.9
S2	Analyze the Islamic values and its impact on the formation of the human and built environment at multiple scales.	Direct/ Indirect	70% of students scoring 70% and above	100
S3	Apply scientific research for complex issues of the built environment.	Direct/ Indirect	70% of students scoring 70% and above	87.2
S4	Execute drawings, craftworks and physical models efficiently.	Direct/ Indirect	70% of students scoring 70% and above	90.1
S5	Communicate in oral & written forms; & use mathematics & information technology to process & analyze data.	Direct/ Indirect	70% of students scoring 70% and above	91.4
Values, autonomy, and responsibility				
V1	Demonstrate self-discipline, punctuality and commitment to all required tasks.	Direct/ Indirect	70% of students scoring 70% and above	92.9
V2	Demonstrate personal, professional and social responsibility.	Direct/ Indirect	70% of students scoring 70% and above	84.6

*Attach a separate report on the program learning outcomes assessment results for male and female sections and each branch (if any).

Strengths:

86.83% of assessed program learning outcomes (PIOs) met the performance benchmarks with outstanding accomplishment. This remarkable accomplishment highlights how well the curriculum teaches students Knowledge and skills. Target performance is consistently attained, which is a credit to the program's well-organized curriculum, committed academic staff, and students' constant dedication.

Aspects that need improvement with priorities:

While the program has achieved remarkable success in imparting knowledge and skills, certain areas still warrant focused attention and improvement. Identifying and addressing these specific skill gaps will enable students to consistently surpass target performance and achieve their full potential.





2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
ARC 1001	Architectural Formation Principles Studio 1*	82	90%	88.5%	
ARC 1002	Architectural Formation Principles Studio 2*	72	88%	87.7%	
ARC 1104	Building Construction Studio 4: Technical Drawings	42	80%	95%	Results exceed the expectations
ARC 1105	Building Construction Studio 5: Finishes	44	85%	91.3%	
ARC 1500	Cooperative Training *	40	90%	70%	
ARC 1203	Vector-based Drawing*	75	80%	88%	
ARC 1205	3D Modeling*	63	80%	93%	Results exceed the expectations
ARC 1004	Architectural Design Studio 1: Small Scale Public Buildings*	55	80%	89.5%	
ARC 1101	Building Construction Studio 1: Site Preparation*	51	80%	94.7%	Results exceed the expectations
ARC 1422	Sustainable Landscape Architecture	8	60%	85%	
ARC 1005	Architectural Design Studio 2: Medium Scale Public Buildings	63	80%	96.2%	Results exceed the expectations
ARC 1102	Building Construction Studio 2: Components of Building Structure*	49	85%	89.8%	
ARC 1310	Architecture of Islamic Civilization*	50	91%	97.3%	Results exceed the expectations
ARC 1316	Structure Systems in Architecture	43	90%	98%	Results exceed the expectations
ARC 1006	Architectural Design Studio 3: Vernacular Architecture *	48	84%	99.3%	Results exceed the expectations
ARC 1306	Architectural Models*	72	87%	70%	
ARC 1304	Local Architectural Heritage	39	70%	93%	Results exceed the expectations
ARC 1003	Fundamental Design Principles Studio*	50	80%	91.9%	
ARC 1302	Architectural Drawings and presentation*	45	70%	91.5%	
ARC 1309	Ancient civilizations and Medieval Architecture*	80	90%	91.9%	
ARC 1411	Vocabulary of Islamic Architecture*	15	95%	93.2%	Results exceed the expectations
ARC 1308	Design Process and Methods *	81	93%	80.1%	
ARC 1314	Buildings Design Standards 1 *	79	85%	85.8%	
ARC 2322	Professional Practice for Architecture *	75	90%	70%	



3. Students' Evaluation of Program Quality

Evaluation Date: 20/05/2025	Number of Participants: 220
Students Feedback	Program Response
<p>Strengths:</p> <ul style="list-style-type: none"> • Knowledgeable and supportive of faculty staff: Most participants agreed or strongly agreed that the faculty were extremely knowledgeable and supportive. • Architectural theories foundation: Most participants agreed or strongly agreed that the program provided a strong foundation in architectural theories and history. • Creative learning environment and Collaborative: Most participants agreed or strongly agreed that the program fostered a collaborative and creative learning environment. • Design studios and Building construction courses: Most participants agreed or strongly agreed that the program offered a diverse range of topics in its design studios and courses. • Elective courses: Opinions were more mixed, with a slight lean towards agreement on the diversity of elective courses. 	<ul style="list-style-type: none"> • Faculty members are fortunate to have a group of dedicated and experienced professionals who are passionate about teaching and mentoring students. DA will continue to support the faculty in their professional development endeavors. • Faculty members are committed to providing the students with a solid understanding of the principles and history of architecture. This will serve them well throughout their academic journey and professional careers. • Faculty members believe that collaboration and creativity are essential for success in architecture. DA will continue to foster a learning environment that encourages students to work together and develop innovative solutions. • Faculty members believe that exposure to a variety of design approaches and techniques is essential for developing well-rounded architects. Accordingly, DA will continue to offer a diverse range of studios and courses to meet the needs of the students. • Number of elective courses are already increased in the new (Architectural Identity, Islamic Architecture and Planning) program.
<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Workload: The workload of courses needs to be considered. • Interaction between different student levels: Most participants agreed that the program could improve the interaction between students of different student levels or batches. • Career development resources: Most participants agreed that the program could offer more resources and support for career development. • Real-world projects: All participants agreed that the program could provide more opportunities for students to work on real-world projects with clients and communities. • Sustainable design and building practices: Most participants agreed that the program could offer a stronger focus on sustainable design and building practices. 	<ul style="list-style-type: none"> • DA takes note of the concerns regarding the density of the academic program and its workload. Therefore, the curriculum will be reviewed, and ways to make it more manageable and balanced will be explored, while still providing a comprehensive education. DA believes that interaction between students of different levels can be a valuable learning experience, and will explore ways to foster interaction and collaboration among students across different years. • DA understands the need to better prepare students for their careers after graduation. DA will expand its career development resources and services, including career counseling, workshops, and networking events. • DA recognizes the importance of providing students with opportunities to apply their knowledge and skills in real-world settings. DA will work to develop more partnerships with clients and communities to offer students more internship and project-based learning opportunities. • Integrating sustainable design principles into the curriculum is a priority for us. We will explore ways to incorporate more content on this topic into existing courses and consider developing new courses dedicated to sustainable design.



Suggestions for improvement:

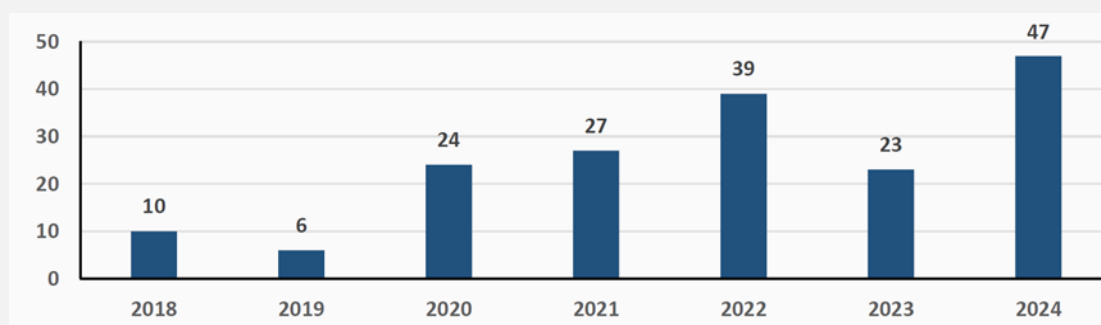
- Address workload: Participants pointed out the density of the academic program and the possible negative side effects of its large workload.
- Increase collaborations: Participants suggested collaborations with leading architectural firms.
- Improve existing courses: Participants suggested making more effort in arranging field visits to notable projects.
- Introduce new courses: Participants suggested teaching a course on building information modelling (BIM), topics related to the architect's role in building maintenance and facilities management and integrating technologies like 3D printing and digital fabrication into the academic curriculum.
- DA is deeply committed to acting on this valuable feedback. In response, DA is diligently developing a comprehensive plan of action to address identified areas for improvement. This plan will outline specific strategies and measurable goals to ensure we continue to deliver the highest quality experience and achieve optimal outcomes.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	47
Current research projects	24
Conferences organized by the program	None
Seminars held by the program	None
Conferences attendees	16
Seminars attendees	30

Discussion and analysis of scientific research and innovation activities:

The research activities conducted by faculty members span all aspects of architecture. Despite the high workload of faculty members, the research activities are distinguished. As the department's research strength is good, we are keen to improve research activities through increasing scientific projects, augmenting the number of postgraduate students, and developing more cooperation between faculty members themselves and with members in other institutes. In 2018, there were 10 published papers; in 2019, there were 6 published papers; in 2020, there were 24 published papers; in 2021, there were 27 published papers; in 2022, there were 39 published papers; in 2023/2024-1445, there are 23 published papers; and in 2024/2025-1446, there are 47 published papers.





5. Community Partnership

Activities Implemented	Brief Description*
Competition of Public Security Building Design	Students participated in designing and planning the administrative building project for Public Security. The project consists of several elements, such as reception halls, meeting rooms, administrative offices, and necessary parking lots. An internal competition was held among students, and the best project was selected with the participation of department professors and relevant authorities. The winning student team was honored.
Umm Al-Qura University Student Housing Design and Planning Competition	Department students designed a student housing project for university students. A group competition was held among students to design the housing and layout in harmony with the surrounding university buildings. Several faculty members and university administrators from the Housing, Living, and Nutrition departments participated in judging the projects. The most suitable project for implementation was selected, and the winning team was honored.

*including timing of implementation, number of participants, and outcomes.

Comment on community partnership activities**

The department's exceptional performance in community service endeavors garnered widespread commendation from all stakeholders. Each initiative undertaken by the department was meticulously executed, demonstrating a steadfast commitment to serving the community's needs. The department's dedication to fostering positive change and enhancing the lives of others has earned it the unwavering respect of all parties concerned.

The community partnership activities were successful for several reasons. First, students got an opportunity to work with real clients. Thus, they comprehended the challenges of real work life regarding commitment, identifying clients' needs, and economic budgets for projects. Second, the types of projects varied. For example, there were architectural, planning, and urban projects. Finally, the final projects exceeded the clients' expectations and were described as outstanding.

**including overall evaluation of the program's performance in these activities (if any).

6. Other Evaluation (if any)

(e.g., independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Evaluation method: online	Date:23/4/2025	Number of Participants:15
Summary of Evaluator Review		Program Response
<p>Strengths:</p> <ul style="list-style-type: none"> Professional ethics, self-discipline, and responsibility are rated highly. Understanding of mathematics and engineering theories: more graduates rate themselves as only "somewhat satisfied". Building systems, construction techniques, and scientific research application: some graduates rate themselves as "somewhat satisfied" or "not satisfied". <p>Points for Improvements:</p> <ul style="list-style-type: none"> Information technology skills, Practical training and internships Leadership and management & Project management English language proficiency Teamwork and collaboration & Time management <p>Suggestions for development:</p> <ul style="list-style-type: none"> Increasing practical training and internships. Enhancing English language instruction. Integrating more IT and software skills relevant to the field. Providing workshops on project management and leadership. Offering more opportunities for teamwork and real-world projects, job placement support. 		<p>These results encourage staff members to keep up with their efforts</p> <p>Groups of staff members at each level were created to maintain the required link, which is already planned in the curriculum.</p>

*Attach independent reviewer's report and stakeholders' survey reports (if any).





D. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
KPI-P-01	Students' Evaluation of Quality of Learning Experience in the Program	4/5	3.93	3.4/5	This KPI has been developed to capture the opinion of the final year students about the quality of learning experience provided by the program. The actual benchmark (3.93) is based on the survey "DA Students Survey on Evaluating the Architecture Department Program" conducted among final-year students for the year 2024-2025. The criteria "Overall Evaluation" expressed the actual benchmark. It is noted that the actual benchmark (3.4) did not achieve the target (4) and at the same time is upper than the internal benchmark (3.4). Keeping in view the actual, internal, quality committee has decided to keep the new target benchmark at (4/5).	4/5
KPI-P-02	Students' evaluation of the quality of the courses	4.5	4.7	4.5	This KPI has been developed to take the opinion of the students about the quality of the courses given by the program. The actual benchmark (4.7/5) is based on "overall evaluation of the student's satisfaction with the quality level of the program courses for the year 2024-2025. The aspect included in the calculation of the actual benchmark is "Overall Evaluation". It is noted that the actual benchmark (4.7) is higher than the target (4.5) and the internal benchmark (4.5). Keeping in view the actual, internal, external benchmarks and the ambitions of the program, the quality committee has decided to keep the new target benchmark at (4.8/5).	4.8
KPI-P-03	Completion rates the proportion of undergraduate students who completed the program in minimum time in each cohort	70%	75%	37%	Actual value (75%) indicates the percentage of students who entered the undergraduate program and completed the program in minimum time. The actual value achieved the target (70%) and is also significantly upper than internal benchmark (37%). The department clearly needs to address this issue and adopt measurement to improve the quality of freshmen students who have the talent to proceed in the Architecture department to ensure a student entering the program has better chances of completing in minimum time. This should help to guide that student towards a more efficient graduation track. Keeping in view the actual, internal, external benchmarks and the ambitions of the program, the quality committee has decided to keep the new target benchmark to (80%).	80%





No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
KPI-P-04	First-year students retention rate	80%	71%	77%	Actual benchmark (71%) indicates the percentage of students who entered and successfully completed first year of the program for the year 2024-2025). The actual benchmark is noticeably less than the target (80%) benchmark as well as the internal benchmark (77%). Keeping in view the actual, internal, and external benchmarks, and the ambitions of the program, the quality committee has decided to set up the target benchmark at 80%.	80%
KPI-P-05	Students' performance in the professional and/or national examinations	50%	40%	N/A	90% of the students achieved an average of 40% of this KPI value. The Alumni Committee investigates the results and will prepare a report for the council to take action to improve the value of this KPI. A new benchmark was set at 60%.	60%
KPI-P-06	Graduates' employability and enrolment in postgraduate programs (Employed, Enrolled in further study)	85%	80.4%	83%	Actual benchmark (80.4%) indicates the percentage of Graduates' employability and (10%) enrolment in postgraduate programs in other universities (for the year 2024-2025). the internal benchmark (83%). the new target benchmark still (85%) employability and (10%) enrolment in postgraduate programs	85%
KPI-P-07	Employers' evaluation of the program graduate's proficiency	3.8	4	4	The actual value of this KPI is at an average of 4.0, exceeding the targeted 3.8. a new target was set at 4.5/5	4.5
KPI-P-08	Ratio of students to teaching staff	1:11	1:14	1:9	The results indicates that the actual value of the indicator rises in the last year to the value of 1:13. It is not better than the targeted value. The internal benchmarks (1:9) Investigating the status and trend of the indicator, quality committee has decided to keep the new target benchmark at (1:10).	1:10
KPI-P-09	Percentage of publications of faculty members	45%	46%	34%	The results indicate that the actual value of the indicator has risen in the last year. It is better than the targeted value. Based on the trend of this indicator, it has been decided to keep the new targeted value at (50%).	50%
KPI-P-10	Rate of published research per faculty member	2.3	2.13	1.32	The actual value (2.13) was calculated for the academic year 2024-2025. Only ISI and Scopus-indexed journals were considered. The achieved actual value exceeded the targeted and the internal benchmark (1.32) . Based on this, a new target benchmark is set at (2.5:1).	2.5
KPI-P-11	Citations rate in referred journals per faculty member	2.5	2.60	2.68	The actual value (2.6:1) was calculated for the academic year 2024/2025. The KPI value includes only citations in refereed journals. The actual value is higher than the target value but less than the internal benchmark (2.68:1). It is decided to set a new target at (3.2:1).	3.2



Link to KPI Report

<https://chairs.ksu.edu.sa/ar/node/31>

Comments on the Program KPIs and Benchmarks results:

The majority of our Key Performance Indicators (KPIs) have been successfully achieved. This is a significant accomplishment and a testament to the unwavering dedication and hard work of the university, department, and faculty staff. Their commitment to excellence and continuous improvement has been instrumental in driving progress. However, we also acknowledge that there are certain areas where we can further enhance our performance. For those KPIs that have not yet reached the desired target, the department is resolutely committed to implementing targeted strategies and intensifying its efforts to achieve them. We have meticulously identified the specific areas requiring attention and are actively developing tailored strategies to address them effectively. Moving forward, we remain dedicated to achieving all our goals, exceeding expectations, and fostering an environment of continuous improvement. We are confident that with sustained effort and a collaborative approach, we will continue to excel and reach even greater heights.

E. Challenges and difficulties encountered by the program (if any)

Teaching	None
Assessment	None
Guidance and counseling	None
Learning Resources	The shortage of reference books in specific areas of architecture within the programme does present a challenge. It can limit access to essential information, hinder research, and ultimately impact the quality of education students receive.
faculty	None
Research Activities	None
Others	None

F. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Changing the curriculum to Two semesters instead of the current three semesters	Design the new curriculum and present it to the councils for approval.	The Study Curriculum Committee
2	Finishing the refurbishment of the underdeveloped studio halls.	Follow up with the maintenance department.	The department Chair
3	Equip the department computer lab.	Follow up with the University Educational Facilities Department	The department Chair
4	Reopen the Postgraduate Program.	Prepare and resubmit the program to activate it.	The postgraduate Committee.
5	Availability of resources like reference materials	Provide materials like reference books, CDs etc. to students.	Head of the Department / College library

- Attach any unachieved improvement plans from the previous report.
- The annual program report needs to be discussed in the department council





G. Approval of Annual Program Report

COUNCIL	Department of Architecture Council
REFERENCE NO.	12/1446
DATE:	16/06/1447 - 08/12/2025

Head of Department

Dr. Oumr Adnan Osra

